



ACCESSIBILITY PLAN

The purpose of this plan is to show how Belmont Grosvenor School is going to meet the duty to promote disability equality for disabled pupils, staff and parents. Disabled pupils for the purpose of this disability access plan refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they met the legal definition of 'disability'.

The School Policies have regard to inclusion for all. Disability equality is specifically covered in the schools Staffing Policy, Disability Policy, SEN Policy, Equal Opportunities Policy, Valuing and Celebrating Diversity and Inclusion Policy and Anti Bullying Policy.

Positive attitudes are encouraged amongst the staff. The staff attend courses which promote positive attitudes to disability. Updated information is given at full staff meetings.

Positive attitudes towards disability are encouraged amongst the children. This takes place throughout the teaching and learning process in general. Specific examples are included in the Accessibility Plan.

The Accessibility Review Committee, as outlined below, participates in the scheme. The Accessibility Plan encourages participation of parents, staff and children, as well as taking into consideration other users of the school.

The staff have the opportunity to contribute to the policies and parents are invited to complete a questionnaire.

The school has established an Accessibility Review Committee which consists of a Governor Representative, the Headteacher (Chairman) and the School Business Manager. Additional members may be co-opted, whose expertise in any field would be of assistance.

The committee will meet annually during the Spring Term to review access arrangements and to update the Accessibility Plan.

The school is continually reviewing the premises in light of the Equality Act 2010.

REVIEWED: July 2022

NEXT REVIEW DATE: July 2023

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
2016 – 2017	Disability Policy	To ensure that all reasonable adjustments can be made for all pupils with a disability, short or long term to access all areas of school safely. HK & JYM to discuss with Governors what we are able to achieve from a site visit by the Governor with responsibility for the buildings. To give due consideration to practical adjustments when formulating the SIP. Home/school partnership to be developed further in school. Notice board providing information to parents/visitors that the school is accessible to all and support is available. Courses for parents, etc.	A child being able to access all areas of the curriculum. A planned and costed programme of reasonable adjustments and improvements to the buildings, grounds and curriculum. No material changes to building going into next year. Premises reviewed – nothing we are aware of at present time.	Ongoing Ongoing	achieved
	Future planning for the September cohort	To be aware of the accessibility needs of the incoming cohort in September to give time to make reasonable adjustments to meet their needs. To space plan for the child with autism to ensure breakout space is available. At annual meeting to discuss the cohort and decide on action.	Future planning to be an agenda item at the annual accessibility meeting to discuss the cohort and decide on action. For staff to share any work that has currently been undertaken in planning for and the arrangements which have already been agreed prior to this meeting.	Continues to be ongoing	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>To discuss children with speech and language communication difficulties and to look at provision and for those who need support from Occupational therapists.</p> <p>To look at behaviour plans for those children with psychological disabilities.</p>	<p>School and curriculum accessible. We also have a leaflet we will use for parents who need support regarding smooth transition.</p> <p>A book from Occupational Therapists re co-ordination difficulties is being used to assist.</p>		<p>Talk house have ben into school to work with specific chn. SALT continue to liaise with SENco and to attend review meetings. Ongoing liaison with Future Steps. Information shared with staff to be able to follow and support their interventions.</p> <p>No Specific chn identified as yet until further analysis of PASS is undertaken</p>
	New SEN code of Practice	To introduce, plan for, discuss and embed the New SEN Code of Practice through staff working party, to disseminate to staff for implementation and to	Ongoing as new policy introduced. Will present to Governors in May to where at, at the time.	Awaiting Governor clearance	SEN policy embedded and updated accordingly. Presentation to Governors completed May 16. Information and update regularly shared

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		share with the Governors as part of the monitoring cycle. To have in place a provision map.			at staff meetings and briefings Provision plan in place
	Reasonable Adjustments	Start of term staff meeting staff to be made aware of all the reasonable adjustments being made so they can plan for these across all areas of the curriculum. A list in the CRL to include the reasonable adjustments. ISC decision to make a Reasonable Adjustment Decision Making Checklist. This has been done with one potential family. SENco undertaking training in Reasonable Adjustments.	An ongoing list in the CRL and information shared with parents of the strategies to support their child. Family now not joining us in September	As and when required as part of the admissions process for children with disabilities 2017	achieved
	Asthma	As required , to implement individual health plans for asthma. SBM to liaise with relevant staff. To continually review any new disabilities as they arise	Raising awareness of staff. Up to date records in place.	Ongoing	

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	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
	Accessibility to tests	<p>Testing of children in terms of the tests they undertake is adapted to meet their needs i.e L6 etc</p> <p>Liaison between DofS and SENco when planning the ordering of tests, the timetable and staffing of tests to ensure all children can access the tests.</p> <p>Additional time given for tests if deemed necessary. To have readers in tests, with splitter headphones. To consider scribes. To offer paper tests. To have IT available for writing papers if needed.</p> <p>Time to be given to developing their typing skills. New NAHT leaflet for parents to assist with transition</p> <p>Continue to monitor – secondary school test.</p>	<p>Children should be able to access tests to senior schools and to share information to assist the children with transition to their new school</p> <p>Puts children in brackets and shows any trends etc.</p> <p>Liaise with Year 7 staff at senior schools re preparation for transition.</p> <p>SENco liaising with secondary school SENco as pupil been accepted. Assessment done here in familiar surroundings.</p>	Ongoing – Review and carry forward	<p>Achieved with adaptive tests</p> <p>Strong relationships with Senior School Learning Support departments</p>
	Mental Health	<p>PASS to assist with pupil attitude to self and school.</p> <p>To develop skills from the staff training for Mental Health first aid</p>	<p>This would generate 1 report for KS1 and KS2</p> <p>A whole school approach and tracking system.</p>	Spring 2017	<p>8 factors were positive across the whole school. The other factor – Attitude to teachers came out moderate satisfaction within KS2.</p>

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		<p>The new EYFS Baseline system to be piloted with Reception (on a trial) this year for PSED.</p> <p>Develop a link between the Safeguarding Committee and working with PASS – Pilot of EYFS.</p> <p>Monitoring levels of wellbeing through Tapestry for the younger children.</p> <p>Monitoring system for wellbeing of Prep children. Will see how it correlates next year.</p>	<p>Interventions in place.</p> <p>Support for the wellbeing of children.</p>		<p>EYFS PSED section of the baseline assessment has been carried out this year. The results of this are helping to inform ongoing assessment of the children's Early Learning Goals.</p>
	Sign Language	Implemented in MTN	<p>Improving communication and language of younger children to identify all needs and ensure they can communicate in different ways.</p> <p>Always encouraging speech seems to be working well.</p>	Ongoing – carry over	<p>Chn within Magic Nursery are secure in using please and thank you</p>
	Dyslexia Action	Tutor comes into school once a week to work with children. Monitor impact of it from test results.	<p>Improved support for child and improved communication between the school, parents and Dyslexia Action resulting in a more integrated approach and a consistent level of intervention for the child.</p>	Ongoing	<p>Progress data shows significant improvement in reading and expected level of progress in spelling.</p>

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
			This system is working very well.		
	Technology Review	Audit and trial of suitable Apps. Audit and use of tablets for children so as to make reasonable adjustments.	Enough tablets to assist learning. Apps available to support Learning Support.	Ongoing	Chn who have Learning Support have further access to technology and tablets using Talking Tom Cat, Something Special, Scratch Junior, French Word App, Colour Therapy, Handwriting App
2017 -2018	Disability Policy	To ensure that all reasonable adjustments can be made for all pupils with a disability, short or long term to access all areas of school safely. HK & JYM to discuss with Governors what we are	A child being able to access all areas of the curriculum. A planned and costed programme of reasonable adjustments and improvements to the	Ongoing	, EYFS - Reviewed and amended September 2017 Limited Reasonable Adjustments to school

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		able to achieve from a site visit by the Governor with responsibility for the buildings. To give due consideration to practical adjustments when formulating the SIP.	buildings, grounds and curriculum. No material changes to building going into next year. Premises reviewed – nothing we are aware of at present time. P6 7		itself needed for current pupils. Easy access to chair ensured for one pupil and stopping the electric bell at the end of lessons for noise sensitive child. Some rearrangement of classroom layout for children with needs for individual space. Specific items such as sensory toys purchased. Assisted toilet in place.
	Future planning for the September cohort	To be aware of the accessibility needs of the incoming cohort in September to give time to make reasonable adjustments to meet their needs. To space plan for the child with autism to ensure breakout space is available. At annual meeting to discuss the cohort and decide on action. To discuss children with speech and language communication difficulties	Future planning to be an agenda item at the annual accessibility meeting to discuss the cohort and decide on action. For staff to share any work that has currently been undertaken in planning for and the arrangements which have already been agreed prior to this meeting. School and curriculum accessible. We also have a leaflet we will use for parents who need support regarding smooth transition. Ongoing support from SALT to further support	Ongoing	EYFS - Transition timetables for summer term 2018 in place Planning for children with SEND in Sept included additional staffing, ensured provision of additional quiet areas, appropriate arrangement of classrooms and risk assessments as appropriate. Additional provision was made for school trips. Needs have included the involvement of the school Pastoral team and outside agencies, specifically an educational psychologist and private speech

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		and to look at provision and for those who need support from Occupational therapists. To look at behaviour plans for those children with psychological disabilities.	language and communication development. Increased confidence for the child. Following advice, strategies and interventions from Future Steps to develop strength and coordination. P6, A1, P1		therapy. Intervention has also been requested from North Yorkshire inclusion Service. EYFS - SALT have been and continue to support children with specific needs. Pass data analysed from Feb/March 2018 showed the action points put in place for increased form time had a positive impact on their relationships with staff.
	Learning Support Policy	To review, evaluate and update the policy accordingly in light of statutory, legislative and regulatory changes. To continue to update staff on the processes and procedures and to monitor impact of interventions.	whole school approach for the benefit of all LS chn. . A1, A2, A3, A4, A8, P1,P5	Ongoing	The policy is updated annually and staff made aware of SEND national, school and pupil updates. EYFS - Reviewed and updated September 2017
	Monitoring of Provision	To monitor and audit the Learning Support profiles	To ensure we are offering the best provision possible to meet the needs of all chn in accessing the curriculum in terms of their educational achievement and personal development A1,P1,A2, P7,P8	Ongoing	All provision files are in place and were seen by Inspectors. EYFS - LA Vulnerable Learners Audit took place 16/01/18

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
	Reasonable Adjustments	<p>Start of term staff meeting staff to be made aware of all the reasonable adjustments being made so they can plan for these across all areas of the curriculum.</p> <p>A list in the CRL to include the reasonable adjustments. Ensuring we are clear at first point of contact with our admissions on reasonable adjustments Planning adapted to highlight the reasonable adjustments needed in lessons to support learning</p>	<p>An ongoing list in the CRL and information shared with parents of the strategies to support their child.</p> <p>New chn being able to access the curriculum and all areas of school</p> <p>High attainment and progress for all learners A1 P1</p>	Ongoing	<p>Reasonable adjustments for children with SEND in Yr 6 forwarded to independent schools for entrance exams and ensured that these were put in place. RAs are forwarded to all prospective schools. Children with SEND sometimes have additional visits to and from next school to ensure smooth transition.</p> <p>EYFS - Achieved and further actioned as part of the admission process for any child with specific needs</p>
	Asthma	As required, to implement individual health plans for pupils with asthma. SBM to liaise with relevant staff and parents with the onus on parents to inform the school. Regular reminders in school literature eg Blazer Post.	Raising awareness of staff. Up to date records in place. P8	Ongoing. Numbers of asthma sufferers within the pupil body reducing.	<p>Administering of medication policy reviewed and amended July 2017</p> <p>HCP plans put into place as needed for individuals</p> <p>All staff have undergone training – Asthma and Anaphylaxis</p>
	Accessibility to tests	All chn in Y3 undertake dyslexia screening to ensure they have accessibility to both the curriculum and tests/assessments, as	Increased confidence and self esteem in their own ability. Highlight progress and achievement	Ongoing	Yr 3 and new pupils continue to be screened when joining the prep school. RB and ES looking into investment in further Dyslexia profiling

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		<p>well as to have planned support in lessons and assessments.</p> <p>Testing of children in terms of the tests they undertake are adaptive to meet their needs</p> <p>Liaison between DofS and SENco when planning the ordering of tests, the timetable and staffing of tests to ensure all children can access the tests. Additional time given for tests if deemed necessary. To have readers in tests, with splitter headphones. To consider scribes. To offer paper tests. To have IT available for writing papers if needed. Time to be given to developing their typing skills. NAHT leaflet for parents to assist with transition Continue to monitor – secondary school test.</p>	<p>Children should be able to access tests to senior schools and to share information to assist the children with transition to their new school</p> <p>Puts children in brackets and shows any trends etc.</p> <p>Liaise with Year 7 staff at senior schools re preparation for transition.</p> <p>SENco liaising with secondary school SENco as pupil been accepted. Assessment done here in familiar surroundings. P6</p>		<p>from GL with will provide a profile of specific strengths and weaknesses rather than just identification of those chn found to have dyslexic tendencies. The resources will also enable teachers to develop a relevant intervention programme.</p> <p>ES looking into moving to the new adaptive spelling test (NGST) from GL Assessment in Autumn 2018 for all chn Yr2-6.</p> <p>Summer exams 2017 were successfully carried out with the correct support in place. This will be ongoing in summer 2018.</p> <p>Liaison with senior schools through RB and ES continues to be successful and reasonable adjustments are being made as necessary.</p> <p>EYFS - Achieved with adaptive tests</p>
	Mental Health	PASS to assist with pupil attitude to self and school.	Reports and interventions for KS1 and KS2.	Ongoing	Mental health Policy reviewed and amended September 2017

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>To develop skills from the staff training for Mental Health first aid</p> <p>Develop a link between the Safeguarding Committee and working with PASS Monitoring levels of wellbeing through Tapestry for the younger children.</p> <p>Fostering emotional health and well-being within school, assessing the range of needs and desirable experiences and providing evidence of what this look like at BGS.</p> <p>Assessing the schools provision for mental health through a review of policies, areas of need, staff training, parent and external partnership and individual care plans</p>	<p>A whole school approach and tracking system.</p> <p>Interventions in place. Support for the wellbeing of children. P8</p> <p>An overview of the culture of our school to support the emotional health and well-being of the chn Embedding of a mental health and well-being policy for the benefit of all chn. P8</p>	<p>Sept 17</p>	<p>Agenda Item on staff briefings, Pastoral care and Safeguarding Meetings</p> <p>All children in EYFS monitored through Leuven Scales of well – being and involvement</p> <p>EYFS Inset January 2nd on Mental Health for Staff</p> <p>Future staff training 23rd April 18</p> <p>NW ELSA trained, led staff INSET with his work. Also trained in Draw and Talk.</p>
	Sign Language	Embed it in MTN	Improving communication and language of younger children to identify all	Ongoing	Qualified Staff member currently on maternity leave

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			needs and ensure they can communicate in different ways. To have a greater number of signs.		
	Dyslexia Action	To continue to work closely with the DA and the tutor that comes into school each week once a week to work with children. To continue to monitor impact of it from test results.	Improved support for child and improved communication between the school, parents and Dyslexia Action resulting in a more integrated approach and a consistent level of intervention for the child. Build self-esteem. To add value to their test results. P1 & A1	Ongoing	Readers and additional time were available for children with dyslexia during end of year tests. Those assessments showed that those chn accessing the dyslexia tutor have achieved above the age related expected level of progress in writing and spelling.
	Technology Review	To continue to audit and trial suitable Apps. Continue to monitor use of tablets for children so as to make reasonable adjustments.	Apps available to support Learning Support. Enough tablets to assist learning. A5	Ongoing	No apps being used by chn yet. Although a couple of chn in Yr 6 have been using their own laptop devices brought in from home to allow them to make better progress mainly with their writing in English lessons.
2018 -2019	Disability Policy	To ensure that all reasonable adjustments can be made for all pupils with a disability, short or long term to access all areas of school safely.	A child being able to access all areas of the curriculum. A planned and costed programme of reasonable adjustments	Ongoing	Ongoing

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		HK & JYM to discuss with Governors what we are able to achieve from a site visit by the Governor with responsibility for the buildings. To give due consideration to practical adjustments when formulating the SIP.	and improvements to the buildings, grounds and curriculum. No material changes to building going into next year. Premises reviewed – nothing we are aware of at present time. P6 7		
	Future planning for the September cohort	To be aware of the accessibility needs of the incoming cohort in September to give time to make reasonable adjustments to meet their needs. To space plan for specific learning and behaviour needs to ensure breakout space is available. At annual meeting to discuss the cohort and decide on action. To discuss children with speech and language communication difficulties. To look at behaviour plans for those children	Future planning to be an agenda item at the annual accessibility meeting to discuss the cohort and decide on action. For staff to share any work that has currently been undertaken in planning for and the arrangements which have already been agreed prior to this meeting. School and curriculum accessible. We also have a leaflet we will use for parents who need support regarding smooth transition. Ongoing support from SALT to further support language and communication development. Increased confidence for the child.	Ongoing	Ongoing

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		with psychological disabilities.	Following advice, strategies and interventions from Future Steps to develop strength and coordination. P6, A1, P1		
	Learning Support Policy	We have a SEND Policy and a separate Disability Policy as not all children with a disability have SEN. Target to merge separate Disability Policy with Accessibility Plan. To review, evaluate and update the policy accordingly in light of statutory, legislative and regulatory changes. To continue to update staff on the processes and procedures and to monitor impact of interventions.	Cohesion of policies as they develop, to ensure continued clarification. whole school approach for the benefit of all LS chn. . A1, A2, A3, A4, A8, P1,P5	Ongoing	
	Monitoring of Provision	To monitor and audit the Learning Support profiles	To ensure we are offering the best provision possible to meet the needs of all chn in accessing the curriculum in terms of their educational achievement and personal development A1,P1,A2, P7,P8	Ongoing	
	Reasonable Adjustments	To ensure RAs are in place for September – new cohort and moving		Ongoing	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>year groups for physical access and access to curriculum. Subsequently through the year for test access and transition.</p> <p>Start of term staff meeting staff to be made aware of all the reasonable adjustments being made so they can plan for these across all areas of the curriculum.</p> <p>A list in the CRL to include the reasonable adjustments. Ensuring we are clear at first point of contact with our admissions on reasonable adjustments Planning adapted to highlight the reasonable adjustments needed in lessons to support learning.</p>	<p>Removal of any possible barriers to achievement on entry or transition.</p> <p>An ongoing list in the CRL and information shared with parents of the strategies to support their child.</p> <p>New chn being able to access the curriculum and all areas of school</p> <p>A child able to thrive and flourish by being able to access the curriculum.</p> <p>High attainment and progress for all learners A1 P1</p>		
	Asthma	As required, to implement individual health plans for pupils with asthma. SBM to liaise with relevant staff and parents with the onus on parents to inform	Raising awareness of staff. Up to date records in place. P8	Ongoing	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		the school. Regular reminders in school literature eg Blazer Post.			
	Accessibility to tests	<p>All chn in Y3 undertake dyslexia screening to ensure they have accessibility to both the curriculum and tests/assessments, as well as to have planned support in lessons and assessments.</p> <p>Testing of children in terms of the tests they undertake are adaptive to meet their needs</p> <p>Liaison between DofS and SENco when planning the ordering of tests, the timetable and staffing of tests to ensure all children can access the tests. Additional time given for tests if deemed necessary. To have readers in tests, with splitter headphones. To consider scribes. To offer paper tests. To have IT available for writing papers if needed. Time to be given to developing their typing skills.</p>	<p>Increased confidence and self-esteem in their own ability. Highlight progress and achievement</p> <p>New adaptive spelling test to be introduced in September for Y2-6</p> <p>Children should be able to access tests to senior schools and to share information to assist the children with transition to their new school</p> <p>Puts children in brackets and shows any trends etc.</p> <p>Liaise with Year 7 staff at senior schools re preparation for transition.</p>	Ongoing	

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	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		NAHT leaflet for parents to assist with transition Continue to monitor – secondary school test.	SENco liaising with secondary school SENco as pupil been accepted. Assessment done here in familiar surroundings. P6		
	Mental Health	<p>PASS to assist with pupil attitude to self and school. To develop skills from the staff training for Mental Health first aid and from Compass Buzz</p> <p>Continue to develop a link between the Safeguarding Committee and working with PASS Monitoring levels of wellbeing through Tapestry for the younger children.</p> <p>Fostering emotional health and well being within school, assessing the range of needs and desirable experiences and providing evidence of what this look like at BGS.</p> <p>Assessing the schools provision for mental health through a review of policies, areas of need, staff training, parent and external partnership and</p>	<p>Reports and interventions for KS1 and KS2. Staff fully aware and trained.</p> <p>A whole school approach and tracking system.</p> <p>Interventions in place. Support for the wellbeing of children. P8</p> <p>An overview of the culture of our school to support the emotional health and well being of the chn Embedding of a mental health and well being</p>	Ongoing	

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		<p>individual care plans. Working alongside Compass Buzz in training of staff and implementing strategies.</p> <p>To increase the amount of nurture time in KS1</p> <p>Effectively deploy the ELSA to work with families and children identified of needing support. To use talk and draw as a tool to support chn in school.</p>	<p>policy for the benefit of all chn. P8 All chn feeling supported in school. P1 & P8</p> <p>Positive impact & outcomes for the children's wellbeing. To see an improvement within the PASS data</p> <p>A cohesive approach that will have positive outcomes for the child and family.</p>		
	Sign Language	Embed it in MTN	Improving communication and language of younger children to identify all needs and ensure they can communicate in different ways. To have a greater number of signs.	Ongoing	
	Dyslexia Support	To continue to work closely with the the tutor that comes into school each week once a week to work with children. To continue to monitor impact of it from test results.	Improved support for child and improved communication between the school, parents and Dyslexia support resulting in a more integrated approach and a consistent level of intervention for the child.	This support ended in September 2018 when the teacher retired. The SENCO – KP to continue with these lessons within school time.	

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	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
			Build self-esteem. To add value to their test results. P1 & A1		
	Technology Review	To continue to audit and trial suitable Apps. Continue to monitor use of tablets for children so as to make reasonable adjustments.	Apps available to support Learning Support. Enough tablets to assist learning. A5	Ongoing	
2019-2020					
	Internal appointment of an SEN TA in the Nursery to work with the SENCo and be the first point of contact for any concerns regarding SEN in the Nursery.	Internal appointment of HP to work with SENCo and perform initial observations of any children who Nursery staff would like to discuss regarding SEN. HP and SENCo to meet every fortnight to discuss any children on the list and ensure that early identification of SEN and the appropriate support is achieved rapidly.	HP and SENCo meet fortnightly, or more regularly if appropriate to discuss any children with potential SEN. Nursery staff will now liaise with HP directly and the observation of children takes place quickly and is reported to SENCo for further observation and discussion with parents if appropriate. P1	September 2019	Ongoing
	ELSA Room	Additional space to be allocated for ELSA sessions in the current Tablet Room to ensure privacy and a comfortable space children to work with NW.	Space has been made and the room is being used for ELSA sessions. Appropriate sign posting displays are visible. P2	Aim to complete over the Summer 2019.	Completed for the start of the September 2019 term.

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	Availability of written material in alternative formats when specifically required.	SENCo to make herself aware of the services available for converting written information into alternative formats such as large print and braille.	SENCo has sourced a College in the local area who will support us to achieve this as part of their student work experience if we need to access this provision. P1	Aim to complete December 2019.	Contact in place and reviewed regularly by SENCO.
	Work to improve transition arrangements for children with SEN moving into Year 7.	SENCo to join the NYCC SEN network to liaise with and meet SENCOs from the local area from both maintained and independent schools.	Completed P1	Ongoing.	
2020-2021					
	Specific needs of SEN pupils are matched against available accommodations in order to enable and optimise access to the curriculum.	SENCo to create Pupil Passports for each child on the SEN register. This will consist of a one page profile detailing to all staff the needs, ways to support and the current academic levels of each child with SEN. They will be written with the child and will be shared with parents. The SENCo will review them half termly with the class teacher in order to create relevant and achievable targets.	Pupil Passports have been created and are stored on the staff shared area. They are updated half termly by the SENCO and involve the child and class teacher in these discussions. They are used when planning and are added to when information from outside agencies or professionals is shared with school. P1	Aim to complete Pupil Passports by September 2020.	Completed and being used.
	School to develop a relationship with easily accessible outside providers.	SENCo to engage the services of a Speech and Language Therapist who is able to come into school and assess	SENCo and school are working with Kate Blake, an independent Speech Therapist, who comes	Aim to have this in place by September 2020.	Completed and ongoing.

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		children when the waiting time for an NHS appointment is too long.	into school as an outside provider when necessary. P1		
	SENCo to ensure students with SEN receive appropriate support and contact during any periods of remote learning.	SENCo to liaise with DofS to provide appropriate support for any children with SEN working from home, during the COVID 19 Pandemic or if any other need arises that would make this necessary. This could involve live sessions with the SENCo and/or appropriate support teacher or TA, the provision of materials and props (such as coloured overlays, adapted keyboards and writing slopes) to children working from home and enhanced contact from the SENCo to ensure that needs are being met.	Ongoing with full live timetable of support when required. Overseen my DofS and SENCo. P1	Ongoing	Completed when remote learning ended alongside Covid 19 rule changes.
	SENCo to complete NASENCO qualification – National Award For SEN Co-ordination.	SENCO to enrol on a course through Real Training.	Ongoing – SENCo to complete December 2022. P1	December 2022.	Completed December 2022.
	SENCo to complete Designated Teacher training with AC Education.	SENCo to complete the online training and assessment module to support and champion any Looked After Children on role.	SENCo to undertake training November 2020. P1	Completed 19 th November. Certificate held on file in EYFS and with DSL.	
	All staff to be aware of the targets and the	If a child has an EHC plan, the SENCo to hold	Ongoing P1		

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
	content of any EHC plans held by children in school.	this in a secure location in the Learning Support Room. SENCo to summarise the key points of the plan and share with staff during INSET days. Staff to have access to any EHC plans and meet regularly with the SENCo to ensure targets are being worked towards and updated.			
	Equality and Diversity training for all staff.	This will be researched and booked with an appropriate provider for September 2021 or earlier if possible.	Completed June 2021	Completed by September 2021 or earlier if possible.	Completed.
	To include the children who are on the Gifted and Talented Register in the Pupil Passport allocation written by the SENCo. To continue to have termly staff meetings to discuss the G&T register and to develop special interest extra-curricular clubs to cater for children on this register according to their special interests and academic profiles.	Termly meetings with G&T co-ordinators and D of S to look at assessment data. Staff to provide specialist interest clubs such as the "mathletics club" in Pre Prep. Exam Booster Group to start after Easter in Y5 for those working towards selective entrance tests in Y6. Pupil Passports to be written for those on the G&T register to further	Mathletics in Pre Prep has been successful, well received by children and parents. Plans to introduce this into Prep in September 2021. SdG and SJB to continue running Exam Booster Group as planned. SENCo to have G&T Pupil Passports in place	To start September 2021 To start Easter 2022 To be in place September 2021.	Special interest clubs are ongoing and respond to the interests of those children attending. Ongoing Completed May 2022.

REVIEWED: July 2022
NEXT REVIEW DATE: July 2023

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>inform planning for teachers.</p> <p>SENCo to continue with weekly interventions for groups of children on this register – currently seeing 6 children weekly.</p> <p>Funding is available through NDSP for American students who are on our G&T register to access tutoring in a specific subject outside of school hours. SENCo to meet with two families that this could support over the summer 2021.</p>	<p>for September 2021 and share at Summer INSET.</p> <p>SENCo currently working with NDSP Scheme and two families on role to utilise this provision. P1</p>	Ongoing	Applications in place May 2022.
	To cater for a child in our current Pre-Reception class with a severe visual impairment and a diagnosis of ASD.	<p>SENCo has secured funding for one to one TA support for this child from September through the NDSP American Education Scheme.</p> <p>This funding will also include CPD for all staff during the first part of next year from NYCC SEND HUB relating to visual impairment.</p> <p>We will also use the expertise of Henshaws Specialist College who will support us with any assistive technology support as the child starts to develop his reading</p>	Ongoing – academic year starting September 2021. P1	<p>Child will start in Reception in September and we will have a full time one to one support in place.</p> <p>Ongoing support from NYCC SEND HUB will be requested by SENCO.</p> <p>Ongoing support from Henshaws Specialist College will be requested by the SENCO.</p> <p>Regular visits from the NDSP team and ongoing target setting through Pupil Passport.</p>	A successful year for this child and the support package provided by school. Child will transition back to the USA in July with a firm and embedded support plan in place. SENCO has met with new school via Zoom.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		and writing. This support will be funded through the IEP provided by the NDSP Scheme and our contact Amy Griffing.			
	To continue to foster our relationship as a school with NDSP American Education Scheme through our contact Amy Griffing, in order to ensure our students are accessing the appropriate funding to pursue external support at a rapid rate through the American system.	Amy Griffing to visit BGS from her base in London in June 2021 and tour the school. Amy to spend time with the SENCo observing the children in the school who are already accessing support through NDSP funding and also sharing the detailed support packages available to our American students here at BGS.	Visit to take place on 17 th June 2021. Positive visit with lots of information sharing and support from NDSP about accessing funding for children who need SEN provision, external assessments from outside professionals and IEPs moving forward. P1	Ongoing email support. Amy plans to visit BGS again before Easter 2022.	Ongoing – visit postponed until academic year 2022-2023.
2021-2022					
	Forward planning around fire drills for those children with Autism in our setting.	SENCo to work with SBM when there is a planned fire drill to ensure children with ASD have discreet pre-warning of the event when possible. This will support those with noise sensitivity and concerns around personal safety.	To begin in September 2022. P3	Ongoing while children with this level of need are part of the school community. This will be supported wherever possible, however, clearly in an emergency then staff will need to support children appropriately during this time.	
	SENCo to increase local networks within both maintained and independent schools.	SENCo has been part of creating a local independent school SEND network with four Harrogate based schools.	Part of SENCo CPD and fostering continued networks with local independent schools. P1	Termly event	

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	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>First meeting was in June 2022 with a focus on sharing effective strategies for support. Meetings will be termly.</p> <p>SENCo has attended first local SEND Network meeting with North Yorkshire County Council since the end of Covid restrictions. Event reflected on current changes to the SEND legislation and the proposed SEND Green Paper.</p>	<p>Part of SENCo CPD. Keeping informed of changes to the Local Offer and wider national legislation.</p> <p>P1</p>	Bi-annual event	
	Increase the use of paper based tests for children with SEND who prefer to work in this fashion during our May GL Assessment Week.	Paper tests were used for some children with SEN during the May 2022 GL Assessment cycle. SENCo and Acting Deputy SDG administered the tests.	Results were pleasing. Self-confidence rose in those taking paper tests as they were able to be taken in the LS Room.	Ongoing for May 2023 assessment cycle.	
	Increase our contacts within the ADHD Foundation to support families seeking quick diagnosis.	SENCo has made contact with the ADHD Foundation in Liverpool to support parents in pursuit of an ADHD diagnosis after the retirement of a local specialist.	Two families have used the service and has feedback that it was a highly positive process.	Ongoing contact.	
	Increase our contacts with reliable outside professionals who are able to support families	SENCo has made contacts with a Clinical Child Psychotherapist and a dyscalculia assessor to support	Three families have accessed this service and reports were sent quickly back to school to	Ongoing contact.	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
	seeking quick diagnosis of SEND.	parents in pursuit of a quick diagnosis.	ensure support is relevant and targeted.		
	Celebration of Dyslexia Awareness Week 2021 and Neurodiversity Week 2022 with assemblies and age relevant events lead by SENCo.	<p>No Pens Day celebrated in October 2021 during Dyslexia Awareness Week. SENCo lead assemblies and children all learned without pens.</p> <p>Full school celebration of Neurodiversity Week in March 2022. SENCo lead assemblies and worked with each year group during the week to discuss the strengths and challenges of neurodiversity.</p>	<p>Positive experience for the children. Resulted in some dyslexic children wanting to become dyslexic ambassadors. Working towards increasing awareness of neurodiversity at school. P1</p> <p>Positive experience for children to increase understanding of neurodiversity away from just dyslexia. P1</p>	<p>To continue 2022-2023</p> <p>To continue 2022-2023</p>	